



*Better ways to learn*

**NAPLAN\* Persuasive Text sample work sheets – Secondary**

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Dear Teacher,

I hope you enjoy using these downloadable pages and that they assist your students to prepare for the annual national literacy texts. With changes to the 2011 tests confirmed, these pages focus on analysing and writing Persuasive Texts.

This download includes:

**Pages 1 & 2**

An explanation of the **purpose, structure and language** features of Persuasive Texts that can be photocopied and distributed for individual student use. Or the content could be copied on to A3-size paper to make posters for each English classroom.

**Pages 3 & 4**

An **advertisement** for a **new chocolate bar** with key persuasive writing techniques highlighted and explained. Students are asked to take note of how the writer has used the techniques. This is followed by an **advertisement** for **airship travel** where students are asked to link each provided persuasive technique with its example in the text.

**Pages 5, 6 & 7**

An **essay** about **organic farming** with key persuasive writing techniques highlighted and explained. This is followed by an **essay** about **asylum seekers** with key persuasive writing techniques highlighted and explained. Students are asked to make note of how the writer has used the techniques.

**Pages 8 & 9**

A **speech** about **cyber-bullying** is annotated with key persuasive writing techniques. Students are asked to make note of how the writer has used the techniques.

**Pages 10 & 11**

Two new **persuasive writing tasks** for students. The first is an essay task about the **relevance of the Commonwealth Games** to modern society. The second topic is a speech task about **whether fast food restaurants should be closed down**.

**Pages 12-14**

Detailed **assessment rubrics** to assist you when marking the two writing tasks on page 10 and 11.

Wishing you and your students success with the national tests in May!

Kind regards,

**Jennifer Gough**

Secondary Teacher Resource Publisher

Blake Education

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## THE PURPOSE OF PERSUASIVE TEXTS

Writers compose persuasive texts to influence readers to accept an opinion, buy a product, adopt an idea, take a particular action or believe their interpretation of specific facts. Some persuasive texts aim to influence readers to believe one point of view over another, while others may present only a single point of view.

Persuasive texts that present a single viewpoint or opinion may contain bias – the unfair presentation of one side of an argument as more valid than another. Because the writer is attempting to convince readers to accept a certain idea or point of view, persuasive texts require some analytical thinking by the reader.

Unfortunately, some people approach persuasive texts as if they are informative, which means they may be tempted to accept the content as true when it is actually just someone's opinion.

Examples of persuasive texts include essays, advertisements, letters to the editor, book blurbs and speeches.

## THE STRUCTURE OF PERSUASIVE TEXTS

Persuasive texts often contain an introduction, followed by a series of paragraphs presenting key points, and a conclusion. They usually contain facts and details organised in a logical manner and presented systematically. Each paragraph begins with a topic sentence, which is developed with supporting evidence, examples, facts, details and other content designed to reinforce a key idea.

In a persuasive text, ideas are supported by evidence. The skilful use of evidence can help a good writer convince readers to adopt a particular point of view about a topic.

## THE LANGUAGE FEATURES OF PERSUASIVE TEXTS

The structural and language features of persuasive texts include:

- introduction, main body and conclusion
- paragraphs introduced by a topic sentence
- a central line of argument that can be traced throughout the text
- details, facts, examples and other material that support the line of argument
- restatement of the main points of the argument in a conclusion
- quotations from authorities and other sources
- level of language suited to the target audience
- rhetorical questions
- exaggeration
- simplification or generalisation
- repetition
- contrast and comparison
- emotive language
- language that is high in modality (for example, words such as *must* rather than *should* or *will* rather than *might*).

### TIP

**Modality** in language refers to the way we express the truth of an idea. Modal verbs carry a judgment about the likelihood of a particular event occurring. Nine common modal verbs are: **can, could, may, might, will, would, shall, should and must.**



## PERSUASIVE TEXT CHECKLIST

When writing a persuasive text of your own, ask yourself these questions to ensure that your text has the language features and structure of the persuasive form.

- ☒ Is the language level appropriate to the target audience?
- ☒ Has the main argument (thesis) been summarised?
- ☒ Does the text present the strongest (or most persuasive) idea first?
- ☒ Does it contain a lot of evaluative adjectives (for example, *very*, *most*, *always*)?
- ☒ Have I used a range of imagery-creating techniques (such as metaphors and personification)?
- ☒ Has one view been presented as more accurate than all opposing views?
- ☒ Have I presented opposing views and then dismantled them effectively?
- ☒ Have I quoted other authorities to support my argument?
- ☒ Have I used topic sentences to begin each new paragraph?
- ☒ Have I included details that support each point (for example, quotes, descriptions, examples and evidence)?
- ☒ Has factual information been included?
- ☒ If necessary, has statistical data been presented?
- ☒ Have I referred to recent research?
- ☒ Have I asked rhetorical questions?
- ☒ Is exaggeration employed to prove a particular point?
- ☒ Have I repeated key ideas, words and phrases for emphasis?
- ☒ Have I used emotive language effectively?
- ☒ Is my language of appraisal high in modality (for example, words such as *must* rather than *should*, or *will* rather than *might*)?
- ☒ Are connective words used to link ideas?
- ☒ Have I used contrast and comparison to highlight key ideas?
- ☒ Have I asked questions to reinforce main points?

### Language features specific to advertising texts

- ☒ Does the text capture the **attention** of the reader?
- ☒ Will the text engage and **interest** the reader throughout?
- ☒ Does the text create a **desire** for the reader to accept the idea (or buy the product)?
- ☒ Does the text end with a call to **action**?



# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – AN ADVERTISEMENT

Below is an example of a persuasive text (advertisement). Some examples of persuasive techniques are highlighted and explained.

Read the text, taking note of how the writer has used these techniques.

**title names the product and uses a space-related cliché to grab **attention****

**Galaxy's new Magenta Mint bar - it's out of this world!**

Galaxy's exciting new Magenta Mint bar is **for people who understand the importance of fun**, and are in touch with their cocoa side, as we like to say.

**a sensory description of the bar (lots of adjectives are used to create **desire**)**

**You'll love the delicious combination of sweet, crunchy, pink toffee with a zesty mint-flavoured nougat that will tingle your tongue, all smothered in delicious Galaxy milk chocolate. And when you try our incredible exploding candy coating your tastebuds will go into orbit!**

**builds **interest** and suggests readers are *fun loving* if they buy the product**

**another space-related cliché**

Newsflash: The Magenta Mint bar has been officially declared the universe's favourite after we conducted a survey in 2010. Okay, we didn't get voting forms out to all the planets in the outer rim of the Milky Way, **but we feel we did get a great representative sample of the galaxy's population.**

**hyperbole (deliberate exaggeration) to add drama**

Mums and Dads – you can rest assured that we use only the finest ingredients in our products, **so you know your kids are getting all the goodness of full cream dairy milk and premium cocoa.**

**facts to encourage parents to provide money and permission to buy the product**

*Are you one of those people who just can't get enough Galaxy chocolate?*

**exaggeration – one slight chance of winning (after spending money to enter) isn't really *great news***

Well, we have some **great news for you!** Galaxy is giving one lucky customer the chance to win a year's supply! To enter, simply collect three Magenta Mint bar wrappers and hand them in at your local Galaxy store. You'll go into the draw to win the major prize. And as a fun bonus, all entries will receive a cool Galaxy sticker **absolutely free when you submit your entry in person at one of our stores.**

**simplication – makes locating and buying seem easy and doesn't mention the cost of each bar**

*What have you got to lose?*

**Swing by your local Galaxy store today and pick up your three delicious Magenta Mint bars to give your taste buds a treat!**

**call to action encourages an immediate response**

**hyperbole (deliberate exaggeration) to add drama**

**facts to encourage parents to provide money and permission to buy the product**

**exaggeration – one slight chance of winning (after spending money to enter) isn't really *great news***

**simplication – makes locating and buying seem easy and doesn't mention the cost of each bar**

**call to action encourages an immediate response**



# PERSUASIVE TEXTS

## IDENTIFYING PERSUASIVE TECHNIQUES

Below is an example of a persuasive text (advertisement). Some examples of persuasive techniques are highlighted and explained.

Read this text and draw arrows to match each technique with its example in the text.



an **attention** –  
getting statement  
that makes readers  
wonder how  
the airships are  
*destinations in  
themselves*

**interest** in the  
attractions is  
captured

details about the  
attractions are  
explained further to  
create desire

generalisation

award concept  
is made more  
personally relevant  
to the reader

a call to **action**

source of further  
information

### Condor International Airships

Condor International airships are more than just a way of travelling – **they're destinations in themselves**. A Condor International flight is truly a travel experience without boundaries, one **guaranteed to broaden your horizons** and provide memories to last a lifetime.

Our exciting new fleet has **attractions for visitors of all ages**. Meet up and chill out in the laidback **Jetstream Lounge**, or cut loose at **Helium HQ**, our **exclusive gaming centre**. **Adults on board will enjoy our state-of-the-art Airspace Casino**. Climb mountains in the clouds on our **rock-climbing wall**. **Shop, stroll and relax in our Air Mall or rejuvenate and invigorate in the spa and fitness centre**. **Or if you feel like doing nothing at all**, soak up the sun in our stunning adults-only glass solarium, then head to our full service day spa and let the pampering begin.

With so much to see, do and enjoy, **you'll never be in a hurry to reach your destination again**.

Our crew members really set your Condor International airship experience apart. Our **award-winning Golden Wings Service** proves that we're the most hospitable hosts on (and above) the Earth. **If there's something you need, we're there**.

**Voted Best Overall air travel provider, *Travel Weekly Readers' Choice Award, 2010***

Our airships are more than just airships – they're playgrounds for your imagination. And your journey into adventure starts the minute you step onboard. **Call to begin your experience of a lifetime today**. *Haven't you waited long enough?*

For more information visit us at **www.condor.com**

high modality  
language adds  
emphasis

exciting names  
for the various  
attractions enhance  
the mood

contrast captures  
the **desire** of  
those who prefer  
relaxation over  
activity

award is mentioned  
to provide evidence  
of high quality  
service

public opinion  
award adds prestige

rhetorical question





# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – AN ESSAY

Below is an example of a persuasive text on the topic: *All Australian farmers should be required to use organic methods to grow fruit and vegetable crops. Do you agree?* Some examples of persuasive techniques are highlighted and explained.

Read the text, taking note of how the writer has used these techniques.

title reflects the question and the writer's position (agreement)

contrast drawn between old and new

repetition of the same idea

contrast drawn between natural and artificial

specific details, including examples, statistics and other facts are presented to support the point

contrast drawn between natural and artificial

repetition of the same idea

a common opposing argument is raised, then dismantled

emotive language

### Making the change to organic farming

There are many reasons why **new laws should be introduced to make organic farming techniques compulsory for all Australian growers.** The use of **toxic chemicals can easily be eliminated from agriculture.** **The costs of the change are insignificant compared to the benefits gained, and the added profitability to farmers who use organic methods** are among the many benefits of organic farming and sustainable agricultural practices. **Advances in agricultural science and technology have made it possible for all Australian farmers to produce fruit and vegetables organically.**

Most of the **new chemicals being used in farming are harmful to humans, animals, soils, water, air and plants in the environment, but they're not necessary.** **Toxic pesticides designed to kill insects can easily be replaced by substances that occur naturally, including garlic and mineral-enriched water.** Fertilisers would be unnecessary if farmers used proper crop rotation practices, **natural compost and green manure to nourish the soil.** **If farmers were prepared to look into these simple practices used successfully by ancient cultures,** they would realise that there are many viable alternatives to **poisoning** the environment and their customers with **toxic and mostly synthetic chemical agents.**

**One of the main problems raised by farmers against organic practices is the cost of implementing alternative procedures.** However, these expenses are quickly recoverable because of the higher prices that organically farmed produce can command. **Case studies from Pedro's Tomatoes (2009) and Andy's Market Fresh (2008)** have shown that the expense of implementing **humble, old-fashioned organic methods** have been recovered within a single growing season. This is **convincing evidence** that paying upfront for the change to organic farming is well worth it.

a thesis statement (main argument) begins the introduction

each main point is outlined in the introduction, in the same order that each appears in the main body

summary reinforces the thesis

each point is presented as a topic sentence of each new paragraph

this generalisation implies that all farmers think and act in the same way

repetition of the same idea

a statement is made to link the evidence provided back to the main topic sentence

case studies are cited to lend further weight to the argument

contrast drawn between old and new



# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – AN ESSAY

Below is an example of a persuasive text (essay) on the topic: *Should Australia welcome all asylum seekers\* who reach our borders? What is your opinion?* Examples of persuasive techniques are highlighted and explained.

*\*An asylum seeker is a person who has travelled to another country without obtaining legal migrant status. Asylum seekers are sometimes refugees who are trying to escape persecution and poor living conditions in their own country. In Australia, they are sometimes referred to as “boat people”, because many come from neighbouring Asian nations by boat.*

Read the text, taking note of how the writer has used these techniques.

title reflects the question

point of argument: applications should be processed in order

point of argument: we must protect our borders to reduce risks to national security

these details are explained and used to draw conclusions and reinforce the point of the paragraph

emotive language

### Should asylum seekers be welcomed in Australia?

Australia’s hard-line approach against asylum seekers or “boat people” should be maintained. Compulsory detention is the correct response, as it ensures that all people seeking to migrate are treated fairly and in order of their application. There is no reason why the Australian government should be obliged to welcome asylum seekers who use illegal methods – paying corrupt people-smugglers – to help them subvert the system. We have a responsibility to protect our borders and way of life against what could amount to a huge influx of immigrants whose backgrounds and possible criminal status are unknown.

Detention is the only solution to the problem of how to treat asylum seekers humanely and fairly. Australia operates a number of well-equipped detention centres that are able to meet the needs of detainees of all ages. These people are well fed and have comfortable shelter and security from outside threats, in contrast to the conditions they endure on the boats.

By detaining these illegal immigrants, Australian authorities are ensuring that fair and equal consideration of all applications from migrants is given. This often leads to acceptance of many applications, which enables us to welcome genuine refugees into our country – using a fair and correct legal process.

When authorities accept asylum seekers who arrive by illegal means, they are actually supporting and rewarding the efforts of unscrupulous people-smugglers. These human traffickers exploit their fellow citizens by charging exorbitant fees to provide transportation to Australia that is both illegal and dangerous to the migrant’s health and safety.

a thesis statement summarises the argument

each main point is outlined in the introduction, in the same order that each appears in the main body

point of argument: accepting boat people rewards people-smugglers

each point is the topic sentence of each paragraph

specific details, including examples, statistics and other facts to support the point

these details are explained and used to draw conclusions and reinforce the point of that paragraph

emotive language





# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – AN ESSAY, CONT.





# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – A SPEECH

Below is an example of a persuasive text (speech). Examples of common persuasive techniques are highlighted and explained.

Read the text, taking note of how the writer has used these techniques.

introduction includes greeting of dignitaries in order of position, then the general audience

first-person, present tense mode of presentation helps generate empathy

specific reference to this context adds a sense of purpose

second-person mode of presentation is used to address the audience

contrast and irony create a role reversal technique to illustrate a point

### How we can prevent cyber-bullying?

Good afternoon Ms President, Parents and Citizens Association members, ladies and gentlemen. My name is Lakshmi Rajneesh, and I am a Year 7 student here at Mount Verdant High School. Today I will be addressing the issue of how we can implement some simple strategies to help prevent cyber-bullying.

Cyber-bullying is an ever-increasing problem faced by many people in Australia today. My research shows that 75 per cent of Year 7 students across Australia have been targeted by cyber-bullies. Fortunately, there are a number of strategies we can use to ensure that cyber-bullies don't succeed in their efforts in this school. I'd now like to share some of those ideas with you, so that your families and friends can help prevent this problem.

To disarm cyber-bullies, make sure you don't give them any ammunition against you or your friends. This means that you should never write, send or publish anything that could be used as a weapon to embarrass, threaten or discredit you. This includes written messages, photos, video and audio recordings. A simple rule to remember is not to say or share anything about other people that you wouldn't be prepared to say to them or show them in person. Better still, if you make a comment about someone else, try to make sure that it is positive. It's never a good idea to bad-mouth others.

Another simple strategy is to ensure that you never send mean, threatening, angry, abusive or obscene messages to anyone. It is all too easy to fight back with the same weapons used against you – but all this does is turn you into the bully. Don't play into the real bullies' hands by letting your anger get the better of you.

introduction includes the speaker's name

introduction includes a summary of the issue

statistics add a sense of authority and official truth

the word *share* implies a joint effort, which helps get the audience on side

the imperative (active) voice adds immediacy and makes the speech more concise

emotive and descriptive terms make such behaviour seem undesirable and ugly



# PERSUASIVE TEXTS

## PERSUASIVE TECHNIQUES – A SPEECH, CONT.

key points may be referred to by number (*first, second...*) to help organise the ideas more clearly

imperative statement

**A third idea that has proven very successful in our class** is to inform authorities about cyber-bullying as soon as it happens. If you or a person you know is being bullied online, **tell someone about it. Only a coward wouldn't take this critical step.** A bully's power is undermined when their secret activities are exposed for everyone to see. This also shows them that you cannot be intimidated into keeping quiet. There are many people out there who can help, including your parents, teachers, friends and the families of the bullies themselves.

Fighting cyber-bullies can also occur at home. Some simple rules can be put into place within your own families. Parents' expectations about their kids' online behaviour should be made clear before Internet access is provided at home. Parents can place computers in less private areas of the house, so they can monitor any online interactions from a respectful distance.

It's important to consider that cyber-bullies aren't all that different from old-fashioned bullies. Many are crying out for attention and care. So we must offer them help, care and concern. A bully may be facing emotional problems that cause this behaviour. **Speaking out about cyber-bullying can assist the bullies themselves, not just their victims.**

**Although cyber-bullying has been made possible through hi-tech telecommunications machinery, it can really only be prevented by people. Good friendships, genuine care for others and open communication are our best defences.**

Thank you for your attention.

anecdotal (personally experienced) evidence is presented to help justify the validity of this strategy

a value-laden judgment designed to evoke an emotional response and provoke action

the key point about informing is recalled later in the speech to help reinforce the ideas

concluding statement summarises and reinforces the point of view being presented using contrast

a powerful ending statement that is simply worded, yet memorable

## PRACTICE WRITING TASKS – *Persuasive*

Write a persuasive text (essay) on the following topic.  
Write your response on three A4 pages.



*Because the British Empire is a thing of the past,  
the Commonwealth Games are no longer a relevant  
competition in world sport. They should be abolished.*

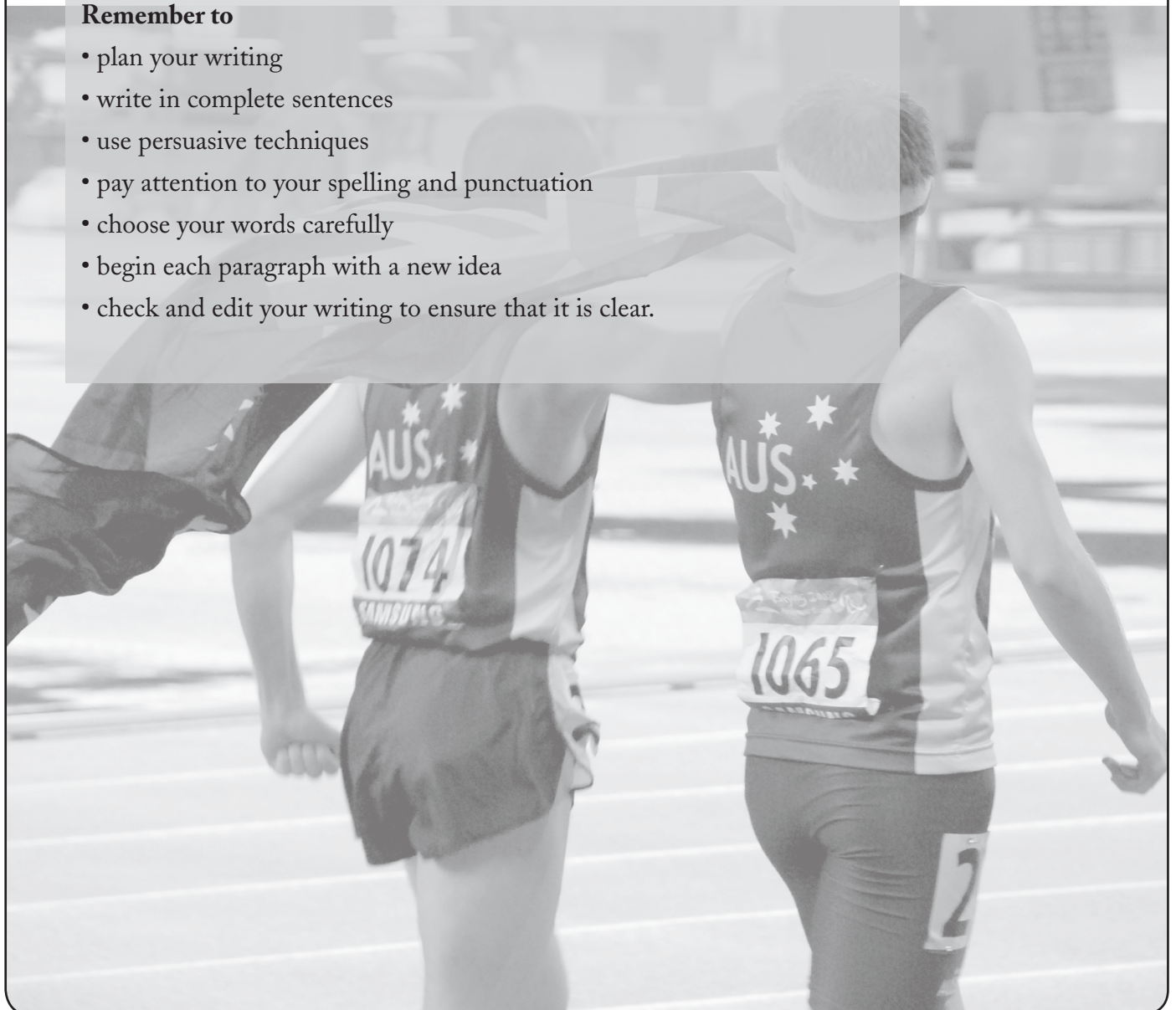
*Do you agree?*

### Think about

- your answer to the question: Do you agree or disagree that the Commonwealth Games should be abolished?
- an introduction that summarises your point of view
- a number of points that explain your opinion
- at least one reason or piece of evidence that supports each point
- a conclusion that summarises the main points of your argument.

### Remember to

- plan your writing
- write in complete sentences
- use persuasive techniques
- pay attention to your spelling and punctuation
- choose your words carefully
- begin each paragraph with a new idea
- check and edit your writing to ensure that it is clear.





# PRACTICE WRITING TASKS - *Persuasive*

Write a persuasive text (speech) on the following topic.  
Write your response on three A4 pages.



*Because fast food restaurants offer unhealthy meals,  
they should all be closed down.*

*Do you agree or disagree with this statement?*

## **Think about**

- your opinion of the issue
- some key points that support your opinion
- an introduction that summarises your opinion
- statements that explain your opinion
- at least one reason or piece of evidence that supports each of your points
- a conclusion that summarises the main points of your argument
- consider the tone (attitude) conveyed in your speech.

## **Remember to**

- plan your writing
- write in complete sentences
- use persuasive techniques
- pay attention to your spelling and punctuation
- choose your words carefully
- begin each paragraph with a new idea
- check and edit your writing to ensure that it is clear.





# MARKING RUBRIC

## PERSUASIVE SPEECH

*Should all fast food restaurants be closed down?*

Developing	Basic	Advanced
<b>STRUCTURE</b> short lacking structure and focus few examples or details, if any very simple sentences little grasp of the conventions of speech writing no clear introduction or conclusion	<b>STRUCTURE</b> short to medium conveys meaning in a limited way inadequate detail simple in sentence construction may contain irrelevant material an attempt at making an introduction and conclusion	<b>STRUCTURE</b> length is appropriate to the purpose well-structured and tightly focused good examples and details included varied in sentence construction structure conforms to persuasive speaking conventions a clear introduction, body of key points and conclusion
<b>SPELLING AND VOCABULARY</b> very basic vocabulary numerous spelling and punctuation errors (in script) poor pronunciation	<b>SPELLING AND VOCABULARY</b> fairly simple vocabulary some spelling and punctuation errors (in script) poor pronunciation	<b>SPELLING AND VOCABULARY</b> complex and varied vocabulary few errors in spelling and punctuation precise pronunciation
<b>MEANING</b> simplistic in content no line of argument and few meaningful ideas ideas appear unrelated to each other and the topic	<b>MEANING</b> simple ideas that aren't clearly explained a simple line of argument that may be disjointed ideas may be unlinked to each other	<b>MEANING</b> attempts made to convey complex ideas a consistent line of argument is present ideas show clear relationship with each other and to the topic or theme
<b>CONTROL OF EXPRESSION</b> poor expression of ideas poor oral delivery (reading rather than talking) little evidence of control	<b>CONTROL OF EXPRESSION</b> reasonable control of expression reasonable oral delivery, though heavily dependent on notes some evidence of control	<b>CONTROL OF EXPRESSION</b> good control of expression strong oral delivery with minimal dependence on notes an attempt to engage the audience



# MARKING RUBRIC

Developing	Basic	Advanced
<b>LANGUAGE FEATURES</b> little or no evidence of persuasive language features	<b>LANGUAGE FEATURES</b> some evidence of appropriately used persuasive language features, including: <ul style="list-style-type: none"><li>- greeting</li><li>- personal introduction</li><li>- first person, present tense mode</li><li>- summaries</li><li>- descriptive words</li><li>- repetition</li><li>- reinforcement of key ideas</li></ul>	<b>LANGUAGE FEATURES</b> persuasive inclusions designed for oral delivery, including basic techniques (see middle column) plus: <ul style="list-style-type: none"><li>- using data or statistics as evidence</li><li>- emotive language</li><li>- contrast</li><li>- irony</li><li>- value-laden statements</li></ul>



# MARKING RUBRIC

## PERSUASIVE SPEECH

### *Should the Commonwealth Games be abolished?*

Developing	Basic	Advanced
<p><b>STRUCTURE</b></p> <p>very short (an A4 page or less)</p> <p>little or no evidence of proper essay structure, as follows:</p> <ul style="list-style-type: none"> <li>• <b>introduction</b></li> <li>• <b>main body</b></li> <li>• <b>conclusion</b></li> </ul> <p>few examples or details, if any</p> <p>very simple sentences</p> <p>little grasp of the conventions of essay writing</p> <p>no clear introduction, body or conclusion</p> <p>no clear paragraph structure</p>	<p><b>STRUCTURE</b></p> <p>medium (two to three A4 pages)</p> <p>some evidence of proper essay structure, as follows:</p> <ul style="list-style-type: none"> <li>• <b>introduction</b></li> <li>• <b>main body</b></li> <li>• <b>conclusion</b></li> </ul> <p>some examples and details given</p> <p>conveys meaning in a limited way</p> <p>inadequate detail</p> <p>simple in sentence construction</p> <p>may contain irrelevant material</p> <p>an attempt at making an introduction, body and conclusion</p> <p>paragraphs each deal with a separate idea or are in a logical sequence</p>	<p><b>STRUCTURE</b></p> <p>long (at least three A4 pages)</p> <p>well-structured and tightly focused</p> <p>good examples and details included</p> <p>varied in sentence construction</p> <p>formal essay structure including:</p> <ul style="list-style-type: none"> <li>• <b>introduction</b></li> </ul> <p>a clear thesis statement (argument)</p> <p>an outline of each point in order</p> <ul style="list-style-type: none"> <li>• <b>main body</b></li> </ul> <ul style="list-style-type: none"> <li>- points are the topic sentences of each paragraph</li> <li>- specific details, examples, statistics and other facts support the points explanation of these details</li> </ul> <ul style="list-style-type: none"> <li>• <b>conclusion</b></li> </ul> <ul style="list-style-type: none"> <li>- summary of the thesis statement</li> <li>- summary of each point</li> <li>- drawing of logical conclusions</li> <li>- a punchy concluding statement</li> </ul>
<p><b>SPELLING AND VOCABULARY</b></p> <p>very basic vocabulary</p> <p>numerous spelling and punctuation errors</p>	<p><b>SPELLING AND VOCABULARY</b></p> <p>fairly simple vocabulary</p> <p>some spelling and punctuation errors</p>	<p><b>SPELLING AND VOCABULARY</b></p> <p>complex and varied vocabulary</p> <p>few errors in spelling and punctuation</p> <p>less common punctuation marks are used (such as semicolons)</p>
<p><b>MEANING</b></p> <p>simplistic in content</p> <p>no line of argument and few meaningful ideas</p> <p>ideas appear unrelated to each other and the topic</p>	<p><b>MEANING</b></p> <p>simple ideas that aren't clearly explained</p> <p>a simple line of argument that may be disjointed</p> <p>ideas may be unlinked to each other</p>	<p><b>MEANING</b></p> <p>conveying of complex ideas</p> <p>offers a consistent line of argument</p> <p>ideas are related to each other and the topic and are well supported</p> <p>evidence of proper analysis</p> <p>control of multiple threads at once</p> <p>dismantling of an opposing argument</p>



# MARKING RUBRIC

Developing	Basic	Advanced
<b>CONTROL OF EXPRESSION</b> poor written expression	<b>CONTROL OF EXPRESSION</b> reasonable control of written expression more recount than analysis control of main line of argument	<b>CONTROL OF EXPRESSION</b> reasonable control of written expression more recount than analysis control of main line of argument
<b>LANGUAGE FEATURES</b> little or no evidence of persuasive language features	<b>LANGUAGE FEATURES</b> some evidence of appropriately used persuasive language features including: <ul style="list-style-type: none"><li>- descriptive words</li><li>- reinforcement of key ideas</li><li>- repetition</li><li>- generalisation</li><li>- an effective and self-explanatory title</li></ul>	<b>LANGUAGE FEATURES</b> common persuasive inclusions (see middle column) plus: <ul style="list-style-type: none"><li>- using quotations as evidence</li><li>- emotive language</li><li>- the active voice</li><li>- an authoritative tone created by the use of connective words</li><li>- jargon and buzzwords</li><li>- contrast</li><li>- irony</li><li>- value-laden statements</li><li>- high modality words</li><li>- simplification</li><li>- figurative language</li><li>- symbolism</li><li>- referring words and conjunctions</li><li>- lexical elements like substitutions and connotation</li><li>- hyperbole (deliberate exaggeration)</li></ul>